DOCUMENT RESUME

ED 268 257 CE 043 942

| | |
|---|---|
| AUTHOR | Holden, Richard J. |
| TITLE | Training Sessions. Supervising: Industrial Relations. The Choice Series #81. A Self Learning Opportunity. |
| INSTITUTION | Northern Regional Management Centre, Washington (England). |
| SPONS AGENCY | Manpower Services Commission, London (England). |
| REPORT NO | ISBN-0-948023-10-4 |
| PUB DATE | 85 |
| NOTE | 68p.; For related documents, see ED 266 310-312 and CE 043 921-948. |
| AVAILABLE FROM | Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape). |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Adult Education; Behavioral Objectives; Check Lists; Classroom Techniques; *Employer Employee Relationship; *Industrial Training; Instructional Development; *Labor Relations; Learning Activities; *Management Development; Postsecondary Education; Program Evaluation; Student Evaluation; *Supervisory Training; *Training Methods; Training Objectives |
| IDENTIFIERS | Great Britain |

ABSTRACT

This student guide is intended to assist persons employed as supervisors in planning and implementing training sessions. Discussed in the first three sections are the following topics: the importance of a planned approach to training; implementation of instruction (job instruction and the learning process, the step-by-step approach to training, active learning, reinforcement, motivation, and adaptation of instruction to suit the learner); and follow-up and feedback (checking progress and assessing the effectiveness of training). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

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An Open Tech Project

# SUPERVISING

## INDUSTRIAL RELATIONS

# 81: Training Sessions

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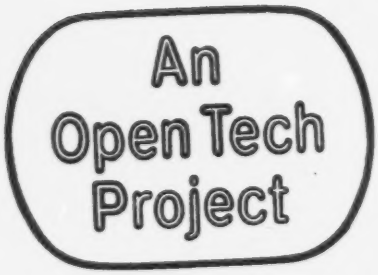
81: TRAINING SESSIONS

Richard J Holden




The CHOICE programme is an Open Tech sponsored project managed by the Northern Regional Management Centre in conjunction with the Northern Consortium of Colleges and the National Examinations Board for Supervisory Studies.

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ISBN 0 948023 10 4

First published in the U K - 1984

Northern Regional Management Centre
Derwent House, Washington Town Centre
Washington, Tyne & Wear NE38 7ST

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**Richard J Holden**
**Training Sessions (Number 81 in the CHOICE SERIES of learning units)**

**Series Editor: Harry V Pardue**
**Northern Regional Management Centre.**

A

## WORKING GUIDE TO THIS UNIT IN YOUR DEVELOPMENT PROGRAMME

**This Unit** is now your personal property - it's not for handing back to your training officer or to a tutor. It is your working book.

**The Contents** will increase in value to you each time you write on one of its pages. This is a working text for your personal notes - without notes its value is limited.

**Qualifications** forget about certificates and diplomas - you don't need them for this programme. What you do need is the wish:-

* to do your job better
* for personal development

**Your study time** is really up to you - we guess you will need about 8 hours in total. But it's your time - spend as long as you like.

**How am I doing?** you can judge for yourself by checking out how well you cope with the tasks we call Activities and Self Checks which occur throughout the unit. You can also get the Tutor Check and/or the Work Based Project to your tutor for an unbiased view of your progress.

**Work Pace** it's really up to you and depends on your interest. However, if you do well on the Activities and Self Checks, you could afford to speed up a little. Of course, if you don't do as well as you expect then you could slow down a little or flick back into the unit for a quick review of the more difficult ideas.

**When in doubt** - ask or seek help from:

* your family and friends
* colleagues at work
* your company training staff
* other open learners
* your tutor, by phone, by a visit to your support centre or by dropping your tutor a line through the post.

**Don't worry** if what you learn doesn't seem to be of use to you now, remember that times change - it may be useful one day. Anyway, just knowing more improves personal confidence.

So now make a start:-

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## 81: TRAINING SESSIONS by Richard Holden

### ABOUT THIS UNIT

Much day-to-day training of employees is carried out by the supervisor but often he receives little training himself in how best to fulfill this responsibility. This unit concerns itself with this problem and deals particularly with those aspects of training which involve the PROCESS of instruction.

Throughout the unit it is stressed that effective training can result in a considerable number of benefits to employees at different levels in an organisation. These benefits are much more likely to be forthcoming where the organisation adopts a planned and structured approach to training.

### IN THIS UNIT WE WILL:

* explore the benefits of planned training
* review the ways in which people learn and see how this can help in setting up training sessions
* understand the value of checking up on the training activity, to the trainee, the trainer and the workplace.

Audio tape Side 1

Before you continue through the unit, you should now listen to Side 1 of the audio tape that accompanies the unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on the page as you listen.

### UNIT OBJECTIVES

**When you have completed this unit you will be BETTER ABLE to:**

* **understand how a planned approach to training can be of benefit to your organisation**
* **list the main ways in which people learn best and use these points to implement effective training sessions**
* **recognise the importance of good follow-up activity after a training session**
* **use suitable procedures to monitor the trainee's progress and evaluate the training**

## 1 Introduction

Training can be carried out in variety of ways. Consider for a mome a prospective supervisor, away from the work place, attending a t week course on Industrial Relations. Now compare this to a situation on the shopfloor where an inexperienced employee has been taken on one side for half an hour and is being shown how to operate a new piece of equipment. I'm sure you will agree that there is a marked contrast but there is no real difference in the PURPOSE behind the training.

## 2 The importance of training

We focus in this unit on that part of the training activity which is carried out on a day-to-day basis and is commonly termed JOB INSTRUCTION. Before discussing this, however, it is important to understand at the outset why ANY sort of training is undertaken.

---

ACTIVITY 1
Time guide
3 mins

Consider for a moment the two examples in the introduction above. What do you feel is the common purpose that lies behind both types of training activity? Make a brief note in the space below.

* _____

_____

---

The common purpose in both is to improve the efficiency of people who work within the organisation. You may well have made this same point in a different way.

Training at work covers a whole range of activities, all of which are aimed at the same thing:

**IMPROVING THE EFFECTIVENESS OF MANPOWER IN THE ORGANISATION**

This 'improvement' can take place in three ways.

Firstly, through improving JOB PERFORMANCE. After being trained, employees are better able to contribute to the work of their section. Training can help them achieve and maintain better standards of output and quality. But training has an importance beyond an employee's current job. Improvement can occur through DEVELOPING POTENTIAL. Here training offers a way of expanding an employee's abilities, thus preparing him for additional responsibility and possible future promotion. Additionally it can help prevent those who want to 'get on' from becoming fustrated or dissatisfied.

Thirdly, training has an importance in assisting an organisation COPE WITH CHANGE. In the work environment today things are constantly changing even if the change is not always obvious. New technology, for example, is resulting in the need for many people to have to learn new skills and knowledge. People are often worried by change and this can lead, in turn, to resistance in adopting new techniques and procedures. Training can assist employees in coping more effectively with change itself.

REFERENCE 1
Page 60

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SELF CHECK 1
Time guide
5 mins

In which of the following situations do you think there might be some major benefits from training. (Respond by putting a tick in space provided)

a) an agreement to give leading operators certain additional responsibilites -----

b) the agreed introduction of numerically controlled lathes -----

c) a request from the staff for the introduction of flexi-time -----

d) a decline in standards of quality attributable to some inexperienced operators -----

e) a noticeable increase in the number of employees returning late from lunch -----

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Training is very likely to be of benefit in three of the situations we looked at. Situation a) offers the opportunity of developing the potential of a number of workers at a level immediately below that of supervisor. In b) training can provide the new skills and knowledge which will be needed in order to operate the new equipment. And in d) training can help improve the job performance of those inexperienced workers whose output is below the required standards.

To recap briefly, then. Training can help improve the quality of an organisation's manpower in three ways:

* better job performance
* through developing potential
* helping workers to cope with change

Let us now consider how best to approach training in the day-to-day work situation.

## 3 A Planned Approach to Training

It is important that training is carried out in an organised way. Historically, much training has been unplanned. Inexperienced workers were expected to learn their jobs by 'sitting by Nellie'. In other words, picking up what they could from experienced fellow employees. The trouble with this is that it is haphazard. The time taken by the trainee to learn something may be lengthy and many incorrect procedures (bad habits) can be passed on. Hence, the need for any training activity to be organised along lines that make it much less of a 'hit and miss' affair.

There is no one best way to train but under a planned approach training is more likely to be effective and have definite benefits for the company and each section.

Within a planned approach are four main features:

* analysis of need
* appropriate preparation
* implementation of training
* feedback and evaluation

Our focus in this unit is on the latter two stages implementation and feedback and evaluation. To conduct instruction properly means that we must examine the mechanics of running a training session. It is particularly important to consider the trainee, or LEARNER. How best can we ensure that the information he needs to know, or the skills he needs to perform can be learnt quickly and effectively?

A planned approach to training does not stop when any presentation is completed. We need to be sure that the trainee is making satisfactory progress. Should the occasion arise, training may have to be revised so that it is more relevant and suitable. So, it is important that we keep control of what is happening during training and continually review its effectiveness.

Attention to these points can much improve the quality of training. Parts B and C develop a strategy of practical use to you in carrrying out your day-to-day training responsibilities. However, we should not overlook the importance of making sure that any instruction we carry out is meeting a real need. We should also ensure that relevant preparation (for example, the setting of objectives) has been done prior to training getting underway.

Let's recap then, by looking at the main points involved in a planned approach to training.

## A Planned Approach to Training

**1 NEED**

Analysis and identification of training needs.

**2 PREPARATION**

Appropriate preparation based on identified need, eg setting of objectives

**3 IMPLEMENTATION**

Running a training session. Ensuring that the instruction given is geared to the trainee so that effective learning takes place.

**4 FEEDBACK AND EVALUATION**

Checking, monitoring, and reviewing the trainee's progress. Adjusting approach as necessary.

---

SELF CHECK 2
Time guide
4 mins

In the left hand column below are three things a supervisor conducting training might do. Identify in the boxes on the right whether each activity is BEST described as one of IMPLEMENTATION or FEEDBACK and EVALUATION.

| | |
|---|---|
| 1 Consider whether to revise a period of instruction because the trainee fails to show a grasp of the material. | |
| 2 Explain the key safety points relevant to a new steel cutting process. | |
| 3 Show a new starter how to process a customer order. | |

---

5

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Let's recap quickly on the two stages of the planned approach that we are concerned with in this unit. Implementing training involves the supervisor being face to face with the trainee. He is GIVING the required explanation or demonstration. Hence, situations 2 and 3 are concerned with implementation.

EXTENSION 1
page 59

Good training does not stop here. If, as in situation 1 above, the trainee's progress is not satisfactory, initial training must be followed up by something else. By monitoring carefully a trainee's performance the suitability, or otherwise, of the training can be gauged. Information gained in this way will assist in the revision of the training should this prove necessary. There is another unit in this series which goes into more detail about planning training. You are invited to take this up as an extension should you wish to explore this area further.

## 4 Summary

* Training can improve the effectiveness of people at work.

* It can do this by making them better at their jobs, developing their potential and helping them cope with change.

* Training is more likely to be effective if it is carried out on a planned basis.

* Two main aspects of a planned approach to training will be considered in this unit. These are the implementation of training and any follow up action designed to check its effectiveness.

## PART B IMPLEMENTING INSTRUCTION

### 1 Introduction

As a supervisor involved in training you have a responsibility for helping others to learn new information, to develop new skills and understand different procedures. Job instruction is a useful practice for carrying out this responsibility.

### 2 Job Instruction and the Learning Process

Traditionally job instruction has involved:

* TELLING - the trainee being TOLD how to do the job
* SHOWING - the trainee being SHOWN how to do the job
* DOING - the trainee DOING the job under supervision

The basic components of this process are still appropriate today but we are particularly interested in this unit in how the components can be best COMBINED in order to bring about effective learning. Let us consider initially what exactly is involved in the learning process.

---

ACTIVITY 2
Time guide
5 mins

Think about some of the things you have learnt that are related to your job at work. Make a very brief note of HOW you think you learned them.

* Watching others do something
* _____
* _____
* _____

---

You will probably have included some of these points:

* watching others;
* copying others;
* trial and error;
* listening;
* practice;
* questioning others;
* reading;
* doing it for yourself;
* discussion.

You may have made points which refer to WHO taught or helped you learn something - for example, your boss, a colleague, the training officer.

Also, you may have mentioned WHERE you learnt something - for example on-the-job, at a training school, at college.

It is useful to make an initial distinction between METHOD, that is, how learning occurs, the MEDIUM (who was doing the instructing) and the LOCATION of the instruction. Whilst the latter two issues can affect the quality of instruction it is to METHOD that you, as a supervisor with a responsibility for instruction, need to give maximum consideration.

---

ACTIVITY 3
Time guide
10 mins

Again think back to learning experiences to do with your job. Identify certain features of the best and worst learning experiences you have encountered. By comparing them list what you think are the most important things that ASSIST THE LEARNING PROCESS. I have included an example to get you started.

| BEST LEARNING EXPERIENCES | WORST LEARNING EXPERIENCES |
|---|---|
| * Encouragement | * Not enough time to learn |
| * _____ | * _____ |
| * _____ | * _____ |

---

How you respond to this activity will obviously depend to an extent on your own experience but I expect we can agree that among our best learning experiences we are likely to identify features such as:

* encouragement
* being given the chance to try things out
* praise
* a sympathetic instructor
* getting help when we needed it.

And among our worst learning experiences we are likely to remember such features as:

* not having enough time to learn
* having an instructor who was a poor communicator
* only being told about part of the job
* being told irrelevant information.

You may well have included other equally suitable features.

ACTIVITY 4
Time guide
5 mins

Drawing features from these lists set down what you think are the main points assisting learning.

FACTORS ASSISTING LEARNING

* _____
* _____
* _____
* _____

You may not have expressed the points exactly in the same way as I have but you will probably have included a number of similar ideas. You may also have other points which you feel are equally important, but these are the points I would include:

* when there is plenty of opportunity to try things out and practice;
* when material is clearly relevant to your job and can be put to real use;
* when information is presented at the right level;
* when material is handled step by step in a logical sequence;
* when mistakes can be made without fear of punishment or ridicule;
* by getting involved and doing things, rather than by listening or watching;
* when you receive clear information on how you are progressing;
* when you are keen to learn;
* when you have a lively, interesting instructor;
* when you receive praise or encouragement.

We now have a basic idea of things that affect the learning process. The remainder of this part of the unit will explore these factors in more detail. This will give you a practical view of things to do when you are involved in job instruction designed to assist your trainee's acquisition of new knowledge and skills.

This list of ten points is rather cumbersome. It will help if we recast it into a smaller number of key themes which can usefully be identified. We will look at each in turn, first very briefly and then again in more depth.

STEP BY STEP

The idea of breaking up what has to be taught into steps or small parts, but always with explanation as to how these fit into the job as a whole. In other words, instruction should be in small, easy stages, but with indication as to why such steps are necessary and how they relate to the wider work situation.

ACTIVE LEARNING

The importance of recognising that a trainee learns best by DOING something. In other words being actively involved and not just passively listening or watching. Practising a job is a good example of this.

REINFORCEMENT

The value of good feedback to the trainee, not only on what he is doing wrong but on what he is doing well. Praise and recognition can encourage and reinforce suitable behaviour and increase the learner's confidence in his ability to do the job well.

MOTIVATION

The chances of effective learning taking place are much improved when the trainee is working towards a clear goal which is important to him. For example, career advancement, more money, recognition. So, we must recognise the importance of motivation.

ADAPT INSTRUCTION TO SUIT THE LEARNER

No two trainees will be exactly alike. Differences in age, previous experience and personality, for example, will affect how well different people learn. Instruction, therefore, should be at the right level for the trainees. It is unlikely, for example, that the same approach would be suitable for a shy school leaver as for an older employee, with plenty of experience elsewhere, but now requiring some retraining. So, the learning process can be assisted if we adapt the instruction to match the needs and personality of the learner.

Before moving on to look at these in detail try the following self check.

SELF CHECK 3
Time guide
8 mins

1. Five key factors which help the learning process have been identified. Two are listed below. Can you identify the other three points?

   * when material is presented in a STEP BY STEP approach

   * when the trainee is suitably MOTIVATED

   *

   *

   *

2. Knowing about the factors which affect how people learn will be useful for you in carrying out your training responsibilities.

   Which one of the following statements BEST describes why this knowledge is useful?

   a) training can then be implemented using a variety of different methods.

   b) instruction can then be organised in a way that promotes effective acquisition of new skills/knowledge

   c) trainees will then be able to remember more of what they have been taught

   d) instruction can then be implemented in a way that ensures that new skills/knowledge will be learnt quickly

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. 1) To complete our list of factors which help the learning process we should have to add: having the trainee actively involved; having good feedback and reinforcement; having instruction adapted to suit the needs and ability of the learner. Whilst your answers may not be identical to these they should have essentially the same meaning. 2) The best answer is b). An understanding of how people learn helps the supervisor plan the training to take advantage of factors which help the trainee learn most effectively. Simply to know about the learning process will not help your trainees remember more, as was suggested by statement c); the instruction must be organised in a way that promotes effective learning. Furthermore, it does not necessarily mean that new skills and knowledge will be learnt more quickly but rather that they will be learnt efficiently. In other words, the shortest possible time will be taken to acquire new skills/knowledge properly, with due regard for aspects of safety, quality, etc.

## 3 Step by Step Approach

Have you ever found yourself saying something like,

'My brain hurts! It can't cope with any more new information'.

From time to time we have all experienced this feeling of 'overload'. Put yourself into the position of an inexperienced operator for a moment. 'Overload' is most likely when you have to be trained in how to do an unfamiliar job.

As a general rule,

**IT IS BEST TO PRESENT NEW MATERIAL IN A SERIES OF LOGICAL STAGES**

Clearly this has implications for job instruction. We need to break down what a job involves in such a way that we can make sure the problem of 'overload' does not occur. At the same time learning is more effective if we can readily make sense of each parcel of new material that is presented. In other words, if we can place it in context and associate with our existing understanding of the whole job (or of a previous job) then the new material will be more accessible. So, even when instructing a task in parts it is important not to overlook how the parts make up the whole.

How best can this idea of instructing in manageable stages be put into practice? By way of illustration let's consider what might be involved if you had to instruct someone in how to wire a 3-pin plug.

---

ACTIVITY 5
Time guide
3 mins

Make a note of the main things you would have to tell and show a trainee who is learning how to wire a 3-pin plug.

* Equipment needed
* _____
* _____
* _____

---

Now compare your points with those below. They are unlikely to be identical but there will probably be a number of similarities between our two list. Mine would include:

* equipment needed;
* safety checks;
* which wires connect to each of the 3 terminals;
* significance of the different terminals;
* how to determine the correct fuse
* connecting wires to terminals
* baring the leads;
* quality standards and checks

You can see from this list that there are a number of knowledge factors, e.g. which wires connect to each of the 3 terminals, safety checks, as well as practical skills such as connecting wires to terminals, baring the leads. In most situations a trainee will have to learn a number of facts as well as particular procedure, or physical skill. The principle of presenting material in absorbable stages applies as much to both factors.

Now, although we have obtained a lot of information about this task of wiring a plug, it may not be sufficient to reveal all the points a trainee needs to learn about in order to do it well. For example, the list lacks detail on certain of the stages, e.g. connecting wires to terminals. Nor does it give any indication about the right sequence. Random presentation can be confusing and thus be an obstacle to learning. What is required, therefore, is a straightforward breakdown of each stage in the sequence, including information on how each stage is to be performed. The resulting information should then be suitable for use with a trainee who is learning about something for the first time. Let us develop the idea of wiring a plug as an example.

You will see from the Task Breakdown below that the left hand column indicates precisely what has to be done, whilst the right hand column is used for advice on the process of instruction and learning. The task of wiring a plug is no different to any other task. It consists of a series of small steps. The basis for identifying a particular stage in a process is the pause, or change, that occurs in physical movement, however slight these may be.

Task Breakdown

| STEPS (What is to be done) | ADVICE POINTS |
|---|---|
| 1) Unscrew plug and remove cover | Unscrew the large screw in centre of plug |
| 2) Check correct fuse is fitted | According to rating of equipment |
| 3) Strip outer insulation cable, exposing inner wires by about 1½" | Take care not to cut into internal plastic casings |
| 4) Slacken flex grip screws | These are two small screws at base of plug |
| 5) Put flex into plug | Under cord grip |
| 6) Tighten cord grip screws | |
| 7) Align wires with correct terminal | Blue - Neutral (N)<br>Brown - Live (L)<br>Green/Yellow - Earth (E) |
| 8) Trim wires | Leave sufficient length to allow connection to terminal |
| 9) Strip plastic casing on each wire, exposing inner copper wires by about ¼" | Take care not to cut into copper wires |
| 10) Undo brass screws on each terminal | Do not untighten to the point where they will fall out |
| 11) Insert bared ends into terminal hole | |
| 12) Tighten brass screws | Make sure there are no loose strands of wire showing |
| 13) Check each wire is secure | |
| 14) Refit plug cover | Check for snug fit |

ACTIVITY 6
Time guide
15 mins

Choose one complete task which is a SMALL part of someone's job. Do a task breakdown using the table provided. (Don't forget even a small taks like wiring a plug produced quite a long task breakdown so don't be too ambitious.)

| Job Title<br><br>Task | |
|---|---|
| STEPS | ADVICE POINTS |
| | |

Compare your breakdown with our 3-pin plug example. Ask yourself has the task been broken down into sufficient deail and does the sequence make sense?

You might also like to show the breakdown to a colleague (maybe one who isn't familiar with the particular task) and see what they think.

Such an operation may seem like a lot of work but it will pay dividends when you come to do some instruction. It is possible to do a much more elaborate task breakdown. Information on a more elaborate task breakdown can be found in "TRAINING " by M Jinks. However, the procedure used here is suitable for most training purposes.

EXTENSION 2
page 59

The main point to remember from this part of the unit is that:

**BREAKING A JOB DOWN INTO SPECIFIC TASKS AND THOSE TASKS INTO SMALL STEPS PROVIDES THE BASIS FOR INSTRUCTING IN MANAGEABLE STAGES**

A decision will have to be made on how many steps, or stages, of a task should be covered in any one session of instruction. Experience suggests that training periods should be no longer than 45 minutes at a time. After this, concentration begins to decline noticeably. The final decision about the length or depth of each session will have to be made by you, the supervisor responsible for the training. But it should be made on the basis of the ability of individual trainees to absorb the material.

The smaller the stage of learning the more important it is to put it into context. This will help the trainees make sense of whatever it is they are required to learn. Below are listed three factors which help demonstrate this context.

* the linking of new material to the existing work experience of the trainee

* an explanation of why a particular task is done

* an explanation of the stages to come and how they relate to the current one

---

SELF CHECK 4
Time guide
2 mins

A supervisor explains to a trainee that it is first very important to master use of the computer keyboard before moving on to learn how to use the equipment to do some real stock control work.

This is an example of instructing in stages and in context.

Respond to this statement by writing TRUE or FALSE in the space provided.

_____

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. The supervisor is focusing his attention on developing the trainee's ability in one part of the task so this statement is true. Notice, though, that the supervisor has not overlooked the value of explaining to him how this fits in to his job as a whole.

By way of recap, then, in commencing our examination of factors that assist learning we have established that it helps if new material is presented in

**EASY, MANAGEABLE STEPS**

and if such steps are

**PROPERLY LOCATED WITHIN A WIDER PICTURE OF THE WORK SITUATION**

We can also usefully begin to build a checklist for good instruction using the same points. So, our first checklist item is:

CHECKLIST FOR GOOD INSTRUCTION

| | |
|---|---|
| 1 EXPLAIN NEW TASK IN SMALL MANAGEABLE STAGES | * breakdown task into logical, easy to grasp stages |
| | * put into broader context |

**4 Active learning**

When trainees are listening to someone explaining the importance of health and safety at work, for example, they are essentially PASSIVE. The same is true when reading a set of instructions on how to assemble a particular component. In other words, they are not DOING a great deal. They are not actively involved in the learning process.

Considerable research has taken place into how people learn and this has suggested that the 'doing' aspect of the cycle is by far the most powerful factor.

REFERENCE 2 page 60

(See L Rae "THE SKILLS OF TRAINING".)

The 'cycle' the author refers to includes the 3 stages of job instruction we looked at earlier:

TELL SHOW DO

The implication of this for instruction is that

**EVERY EFFORT SHOULD BE MADE TO GET THE LEARNER ACTIVELY INVOLVED**

So, how can training sessions be organised to take account of this feature of the learning process?

---

ACTIVITY 7
Time guide
10 mins

Consider for a few moments any training you have carried out at work recently.

1 In what ways were the trainees actively involved?

2 Looking back, are there other ways they could have been more involved in the learning process?

---

Check your points with some of the suggestions below.

## 4.1 Practice

The opportunity for suitable PRACTICE is clearly very important. The old saying "practice makes perfect" still has considerable validity. Rehearsing and practising a skill does have the effect of improving performance. However, it is important that only the CORRECT procedures (habits) are repeated since bad habits are learned just as easily through repetition as good ones. It is often the case in job instruction that the opportunity for practice comes last and it is worthwhile recognising the possibility of interweaving practice throughout a period of instruction and possibly linking it to each of the stages or steps identified in the job/task breakdown.

It is also valuable to be able to 'put into practice' any new knowledge gained during training. In this way better understanding is achieved through a relevant application of the new information.

One final point. On occasions you may feel it appropriate to leave trainees on their own whilst they practise. Don't forget, though, to give clear guidance on how far they should go and also who to go to for help should they need it.

## 4.2 Examination of equipment etc

Active learning can be encouraged by the trainee having the opportunity to examine the equipment involved or the work in hand. Here is an extract from an instructor's script:

> "First of all we will see how the machine works. Underneath the table you can see two pedals, a large one on the left and a small one on the right. Press the small pedal with your right foot and look at the machine to see what happens.
>
> (NOTE: DO NOT TELL THE TRAINEE BUT LET HER FIND OUT FOR HERSELF)"

REFERENCE 3 page 60 (Extract from People and Work: Trainability Testing, MSC 1979)

The interesting part of the script has been highlighted. This advice to the supervisor allows the trainee to be more active in the learning process. She is trying out things, getting a feel for how the machine works well before the instruction period is over and a session of more formal practice begins.

## 4.3 Use of Questions

The trainee should be asked questions and also given the opportunity of asking questions themselves. Let's look, firstly, at a suitable questioning technique for the supervisor. There are two main styles of question which are useful:

DIRECT QUESTIONS

and OPEN-ENDED QUESTIONS

Direct questions check previous knowledge or experience and usually only require one word or one-sentence answers. For example:

"Is the green light on?"

"Have you used this type of keyboard before?"

They are also useful for checking understanding. For example,

"Do we press the RETURN key or the one marked SHIFT?"

As its name implies the other style of questioning is more open-ended and can encourage trainees to think about new jobs for themselves. For example,

"Why do you think we need this control mechanism here?"

"What use do we put this to?"

In terms of the involvement of the trainee open-ended questions tend to be preferred, because they demand more than one word answers and usually cannot be answered simply by a guess. Also, the trainees can 'discover' for themselves some of the characteristics of the job involved.

Whilst careful questioning of trainees can help get them involved in the session it is important also to give them plenty of opportunity to ask questions. You may have experienced a situation of total silence when you have asked:

"Well, have you any questions?"

and felt that it wasn't worth the effort! But, put yourself into the position of the trainee again for a moment. How often have you asked questions when such an opportunity arose?! The important point is that the trainee should not feel worried or embarrassed by such a situation. In other words, it should be one that encourages rather than inhibits questions from the trainee.

Greater use of questioning by the supervisor throughout a period of instruction (particularly by the use of open-ended questions) will go a long way to help create such a situation.

### 4.4 Discussion

Questioning may become so extended that it might be more correctly described as 'discussion'. If interest in the area under instruction can be generated then discussion of problems and queries is likely to promote very effective learning as the trainee becomes actively involved in the process.

We have looked briefly at four ways that trainees may become more active and as a result more ABSORBED into the process of learning. Of course the type of material covered in any training session will have an influence on what can be done to get the learner involved. If the session is predominantly knowledge-based, for example, then it may help to put more emphasis on questioning technique. This is simply because the opportunities to do other things, such as trying out equipment, will be more limited.

ACTIVITY 8
Time guide
10 mins

Below are some written instructions for the assembly of a relay valve. Read through them carefully. Put youself into the position of a supervisor who has to train someone is the assembly of such a valve. You are going to use the written instructions as a basis for your demonstration but you are anxious to get the trainee ACTIVELY INVOLVED in the learning process.

Suggest 3 or 4 ways you might do this.

Make notes below or add things to the existing instructions as you wish.

(Don't worry if you know nothing about relay valves. You should still be able to suggest ways of organising the learning so that the trainee is involved.)

1 Commence assembly by grouping the parts of the valve and diaphragm section. Proceed as follows.

2 Squeeze the neoprene cover over the face of the nylon valve, making sure that it fits snugly to the rim.

3 Pass the valve stud through the centre of the diaphragm (see diagram for correct way round).

4 Now place the diaphragm disc, weight and securing nut over the threaded stud and gently screw home the nut until the whole assembly is firmly fixed together.

5 Take up the valve section (body) and first screw home the by-pass screw - do not overtighten. Set the valve assembly into the valve section - make sure that the periphery of the diaphragm sits evenly in the circular groove of the body. (This will ensure a gas tight seal when the top cover is fitted.)

6 Next the top cover may be fitted to the valve body - the correct position for the top cover is found by mating the hole in the top cover with the projecting location pin at the top edge of the body. Insert the four securing screws and tighten alternate screws to make sure that the top cover is drawn to the body section evenly to effect a gas tight seal. Do not screw down too tightly.

7 Finally screw the external weep orifice into the threaded hole in the side of the top cover. Check that all parts have been included.

For step 1 we could note: Trainee to get the 'feel' of components - handling and examining.

Note other comments against the other steps:

1

2

3

4

5

6

7

You will see here that 10 points have been incorporated at which the trainee could be actively involved. Check the points you have made to see if they are similar. You may have others.

1 Commence assembly by grouping the parts of the valve and diaphragm section. Proceed as follows.

**Trainee to get the feel of components - handling and examining.**

2 Squeeze the neoprene cover over the face of the nylon valve, making sure that it fits snugly to the rim.

**Direct question, for example, "Is it fitting snugly into the rim?"**

3 Pass the valve stud through the centre of the diaphragm (see diagram for correct way round).

**Direct question, for example, "Have you got it the right way round?"**

Now place the diaphragm disc, weight and securing nut over the threaded stud and gently screw home the nut until the whole assembly is firmly fixed together.

**Any queries. Practice operation.**

Take up the valve section (body) and first screw home the by-pass screw - do not overtighten. Set the valve assembly into the valve section - make sure that the periphery of the diaphragm sits evenly in the
5 circular groove of the body. (This will ensure a gas tight seal when the top cover is fitted.)

**Indirect question, for example, "Why is it important to have a gas tight seal?"**

**Any queries. Practice operation.**

Next the top cover may be fitted to the valve body - the correct position for the top cover is found by mating the hole in the top cover with the projecting location pin at the top edge of the body. Insert
6 the four securing screws and tighten alternate screws to make sure that the top cover is drawn to the body section evenly to effect a gas tight seal. Do not screw down too tightly.

**Indirect question, for example, "Why is it important that the top cover is drawn evenly to the body section?"**

7 Finally screw the external weep orifice into the threaded hole in the side of the top cover. Check that all parts have been included.

**Practice operation**

And finally we could add:

**Queries, problems, other points, discussion.**

**Take thing to pieces and allow the trainee to do a complete assembly himself.**

To recap briefly. We have been examining ways in which a trainee can be actively involved in the learning process.

Four ways have been identified.

PRACTICE

EXAMINING EQUIPMENT, WORK ETC

QUESTIONS

DISCUSSION

The underlying reason why it is important to incorporate such things into instructions is because

**PEOPLE LEARN BEST WHEN THEY ARE ACTIVELY INVOLVED**

There is an old saying which goes

"I hear and I forget, I see and I remember, I do and I understand."

There is much truth in this:

**PEOPLE LEARN WELL BY DOING TASKS FOR THEMSELVES**

Now let's add this point to our checklist that we are building up:

CHECKLIST FOR GOOD INSTRUCTION

| | |
|---|---|
| 1* EXPLAIN NEW TASK IN SMALL SMALL MANAGEABLE STAGES | * breakdown task into logical, easy to grasp stages<br>* put into broader context |
| 2 GET THE TRAINEE INVOLVED | * practising frequently<br>* examining, trying out work<br>* questions (both ways)<br>* discussion where appropriate |

* I have included item 1 of our checklist we developed earlier.

## 5 Reinforcement

Being aware of achieving standards and making progress is one of the main factors which influence the rate at which people learn.

---

ACTIVITY 9
Time guide
2 mins

Can you recall a situation from work when quick feedback helped you get to grips with a new task much more efficiently than might otherwise have been the case?

Why do you think this was?

* _____

* _____

* _____

---

If you have experienced such a situation you may have mentioned how useful it was to know whether you were doing something correctly, or the value of having errors quickly put right. In learning theory this is referred to as REINFORCEMENT. In other words, it is a process which encourages correct or good work. Consider the following extract from a textbook on training.

> "Accurate feedback furnishes information by means of which mistakes can be corrected and performance improved. It is vitally important that the learner be informed at the time whether his response is correct or incorrect. This knowledge of results will normally be enough REINFORCEMENT to strengthen the correct response and extinguish incorrect ones."

REFERENCE 4
page 60

Bass and Vaughan, "TRAINING IN INDUSTRY"

This confirms the point made at the start of this section. Feedback encourages the trainee to perform any new task correctly. In other words

**KNOWING HOW WELL YOU ARE GETTING ON HELPS THE LEARNING PROCESS**

If feedback is given AT THE TIME a trainee does something then it is most effective in ENCOURAGING the right sort of behaviour in the trainee. In other words,

**THE QUICKER THE FEEDBACK TO THE TRAINEE, THE FASTER AND MORE EFFECTIVELY HE WILL LEARN**

Think of trainees learning how to solder electrical connections. They will learn more quickly and easily if their supervisor praises correct actions, as well as identifying mistakes, soon after a particular task has been done. Leaving feedback until later is not as effective.

Now try the following self check.

---

SELF CHECK 5
Time guide
2 mins

Respond to this statement by writing TRUE or FALSE in the space provided.

The solutions to the self check questions in this unit are examples of quick feedback on your progress, which should help you to learn key points.

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. In a sense you are the trainee and good feedback on your own progress is likely to be very important to you. The mechanism of providing self check questions, and solutions to these, throughout the unit is one way of giving you information on your progress immediately you respond to the self check questions. So the statement is true. It is designed to help your learning process.

The way in which you give feedback to any trainees that you are responsible for will partly depend on your own personality and character and partly on that of the trainee. In other words, whether you prefer to be very forthcoming with praise and recognition of work done well or prefer to put stress on areas for improvement will very much depend on your own make-up and on the type of trainee you are dealing with. Different trainees will respond in different ways, but this we will look at in rather more detail in section 6.

The main points that have been made in this section can now be incorportared into our checklist:

CHECKLIST FOR GOOD INSTRUCTION

| | |
|---|---|
| 1 EXPLAIN NEW TASK IN SMALL SMALL MANAGEABLE STAGES | * breakdown task into logical, easy to grasp stages<br>* put into broader context |
| 2 GET THE TRAINEE INVOLVED | * practising frequently<br>* examining, trying out work<br>* questions (both ways)<br>* discussion where appropriate |
| 3 REINFORCE REQUIRED BEHAVIOUR | * give accurate feedback as soon as possible<br>* identify problems and recognise good work |

I have included items 1 and 2 of our checklist we have developed earlier.

## 6 Motivation

There is an old saying

"We cannot teach anyone anything, we can only help them to learn"

Which suggests that the learning process cannot begin until the WILL TO LEARN is present. Encouraging the desire to learn, in other words being able to motivate trainees, is an important part of your job. It is not necessary to go into any detail on motivation generally. However it is useful to discuss briefly two things that may help you promote their desire to learn.

### 6.1 Incentives

Most trainees will respond if you are able to point out the reasons for and advantages of learning how to do a particular task or gaining some new information. Future career advancement, bonuses, or better working conditions are some of the more obvious incentives that can be linked with training.

### 6.2 Encouragement

On a more personal level recognition and encouragement given by way of feedback to the trainee are great incentives in themselves. Most people react positively to praise and it thus is of particular importance in early stages of training. When someone starts to learn something they are naturally nervous about making mistakes and looking silly. By emphasising what they have done right we can help them overcome this nervousness.

Now try the following self check.

---

SELF CHECK 6
Time guide
3 mins

Respond by completing each sentence with a suitable word or words.

(a) A supervisor can help a trainee by stimulating or promoting his _____.

(b) Certain financial incentives may exist for the successful trainee but very often the supervisor is better able to offer more personal incentives such as _____.

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. As the supervisor is the one most likely to deal face-to-face with a trainee learning the job, he is in a strong position to influence the trainee's attitude, such as a) willingness to learn. You might equally well have used words like 'desire to learn', 'motivation' or 'iterest in learning. Since the supervisor is immediately in touch with the trainee he can also give personal incentives like b) praise and encouragement. or you may have said something like 'recognition for good work' or 'positive feedback'. Any of these would give the trainee the incentive to continue learning.

There can be little doubt that a trainee's motivation and desire to learn is a vital factor in the learning process.

**PEOPLE LEARN MORE WHEN THEY ARE WORKING TOWARDS A GOAL WHICH IS IMPORTANT TO THEM.**

A further point then can be added to the checklist.

CHECKLIST FOR GOOD INSTRUCTION

| | |
|---|---|
| 1 EXPLAIN NEW TASK IN SMALL SMALL MANAGEABLE STAGES | * breakdown task into logical, easy to grasp stages |
| | * put into broader context |
| 2 GET THE TRAINEE INVOLVED | * practising frequently |
| | * examining, trying out work |
| | * questions (both ways) |
| | * discussion where appropriate |
| 3 REINFORCE REQUIRED BEHAVIOUR | * give accurate feedback as soon as possible |
| | * identify problems and recognise good work |
| 4 MOTIVATE THE TRAINEE | * realistic incentives |
| | * personal encouragement |

I have included items 1, 2 and 3 of our checklist we developed earlier.

## 7 Adapting your instruction to suit the learner

Up to this point we have looked at five key aspects of how people learn. With all of these we have been able to identify points of practical value to the supervisor when conducting training sessions. In a way this last theme relates back to all the previous points made. No two trainees will ever be exactly the same. They will not all learn at the same pace and very often they will react in slightly different ways to the ideas we have considered. For example, one trainee may react particularly well to praise and encouragement whilst another might be less affected. Looking back to the first theme we examined, one trainee might be able to cope with bigger stages of instruction - and more of them at the same time - than another in a similar position.

As a supervisor with a responsibility for training, therefore,

**YOU MUST BE FLEXIBLE AND ADAPT TO THE PERSONALITIES OF THE LEARNERS YOU HAVE TO DEAL WITH**

Now compare the two short profiles below.

**PROFILE 1**

John is a 21 year old. He has recently completed his four year HTEC programme through day release. He is enthusiastic, ambitious and imaginative - though some feel he is a bit too clever. He is single and drives a 500 cc motorbike.

**PROFILE 2**

Bill is 56. He has no formal qualifications but has worked at the same firm since leaving school. Although widely experienced throughout the factory his particular job recently became obsolete and he was redeployed. He considered taking early retirement but as his wife had to stop work recently because of illness he reluctantly decided to stay. He is thoroughly reliable if somewhat rigid in his thinking.

Clearly John and Bill are very different people. I'm sure you would agree that if given the responsibility of training them you would not go about it in exactly the same way.

---

ACTIVITY 10
Time guide
3 mins

Using the two profiles as a source for your ideas what do you feel are the key differences that would influence your approach?

* Age
* _____
* _____
* _____

---

Some of the more important points arising out of the two profiles are:

* age;

* previous experience;

* qualifications;

* personality, background etc;

* social life;

* family life.

It is important to consider how we can adapt an instruction to cater for differences in such things as age, work experience and personality. Firstly let us consider the situation of the older trainee.

## 7.1 Age

You will recall from Part A that one of the main benefits of training is in assisting people to cope with change. Technological change is occuring at such a rate that increasingly we may find employees need training in completely new jobs several times during their working lives. This is often referred to as RETRAINING. When it is required later in life learning difficulties are often more apparent. Evidence from published research suggests that the main problems can be:

* an increased fear of the learning situation

* a greater resistance to change

* problems of adjustment to new situations

* a difficulty in forgetting about mistakes once they have been made

What can be done to help the older person? Above all a particular sensitivity on behalf of the supervisor is very important. The supervisor needs to be especially aware of the possible reluctance of an older person to become involved in learning something new. Linked with this, it is vital that you are able to show that they have something to gain from the change. Secondly, it is generally the case that the closer the required new skills are to abilities acquired in the past, the easier it will be for the older trainee to get to grips with new material.

SELF CHECK 7
Time guide
2 mins

A supervisor is given the responsibility of retraining Bill, an older employee.

Which TWO of the following statements BEST indicate that the supervisor is approaching the situation with sensitivity and understanding.

a) "You'll have no problems with this next stage, Bill - most people pick it up very quickly."

b) "Now, Bill, what did you find were the main problems when you came to re-set the frame?"

c) "Just you do exactly as I say, Bill . . . "

d) "OK, Bill, how far do you think we should progress today?"

e) "By next Tuesday, Bill, we'll have cracked this training."

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Well, the best answers are going to encourage Bill to find things out for himself and to learn at his own pace. I think this is achieved in statements b and d. The other statements, whilst seemingly friendly and encouraging may well be interpreted differently. For example, Bill may say to himself in response to a) "If I don't pick this up quickly he'll think I'm stupid." The comment e) is encouraging and could build confidence, but only if Bill trusts that you are being realistic.

Now let's consider how instruction might be adapted to cope with other differences.

## 7.2 Previous experience, personality etc

It always helps to get to know your trainees as individuals and treat them as such. In this way you can ensure that you don't talk over their heads or, equally important, ignore valuable, previous experience which could assist the learning process. In the same way the more you know about the trainee's general character the easier it is to establish a friendly and approachable style during instruction. if you are responsible for the training of school leavers on government-assisted schemes you might find it useful to loo at learning at work from the Tavistock Institute. If you decide to take up this extension it will provide a contrast to the problems of older workers which we have already looked at.

EXTENSION 3
page 59

ACTIVITY 11
Time guide
10 mins

Consider your own workplace for a moment. Give some thought to the different types of people you currently train or are likely to train (eg age, sex, experience, qualifications, skill level, nationality). Now:

1 Make a note of the different types in the space below.

* _____

* _____

* _____

2 Briefly add any thoughts as to how your instruction might best be adjusted to suit the different learners.

| TYPE OF TRAINEE | IMPLICATIONS FOR INSTRUCTION |
|---|---|
| * _____ | * _____ |
| * _____ | * _____ |
| * _____ | * _____ |
| * _____ | * _____ |

The important thing to check here, is that any suggestions you have made for adapting your style and method of instruction sensibly relate to the differences you have identified AND to the conclusions that we have come to on how best people learn. Don't forget, you could always discuss any ideas with a colleague at work if you feel that a second opinion would help.

It's also worthwhile considering your choice of where the training will take place. If the trainees are likely to feel lacking in confidence and possible concerned about losing face with the rest of the work team, then it's important to try to ensure that training sessions take place fairly privately and are not overlooked by anybody not involved.

And, of course, and training sessions is likely to be more successful if it takes place away frm distractors like interruptions, telephone calls or machine noise.

To sum up then, the suitability and quality of instruction partly depends on how responsive you can be to differences between trainees. All too often in training it is the trainee who gets the blame for slow progress or poor results. With a sound understanding of how people learn best you should be in a position to vary your approach sufficiently to suit different types of trainee. Rarely will this involve a drastic change from one trainee to another. More often than not slight changes will be enough to provide conditions for learning that are effectively geared to their particular make up.

EXTENSION 4
page 59

The importance of taking into account the personality of the member of your work team is dealt with in another unit in this series, Orders and Instructions.

And so in terms of our checklist:

CHECKLIST FOR GOOD INSTRUCTION

| | |
|---|---|
| 1 EXPLAIN NEW TASK IN SMALL MANAGEABLE STAGES | * breakdown task into logical, easy to grasp stages<br>* put into broader context |
| 2 GET THE TRAINEE INVOLVED | * practising frequently<br>* examining, trying out work<br>* questions (both ways)<br>* discussion where appropriate |
| 3 REINFORCE REQUIRED BEHAVIOUR | * give accurate feedback as soon as possible<br>* identify problems and recognise good work |
| 4 MOTIVATE THE TRAINEE | * realistic incentives<br>* personal encouragement |
| 5 TREAT ALL TRAINEES AS INDIVIDUALS | * get to know them<br>* recognise differences in speed of learning, motivation, previous knowledge, etc<br>* be especially aware of the more anxious and older trainee |
| 6 CHOOSE A SUITABLE LOCATION | * ensure privacy to build confidence<br>* avoid distractions. |

I have included items 1, 2, 3 and 4 of our checklist we developed earlier.

Let us turn now to one final consideration which is concerned with the sort of language you might use when involved in training. Our aim in training is to communicate effectively with the group so that we can help them to learn. It is useful to remember to

**THINK BEFORE WE SPEAK**

This need only be for a second or two but it is good practice.

There are three problems in particular connected with language, which if they can be avoided will further assist the trainee to learn.

First, LONG OR UNUSUAL words should only be used where absolutely necessary. It helps if language is kept simple and direct.

The second point concerns use of JARGON and TECHNICAL TERMS. Every type of work has its share of technical terminology which can be daunting to a new trainee. On top of this there is very often another layer of abbreviations and slang. This may well be second nature to the experienced employee but a confusing experience for the inexperienced trainee trying hard to make sense of what is being told him. One young trainee in a confectionery factory was confused for days as his supervisor talked about the 'Erikson' and the 'Kassalik', only to discover later that particular machines were not always referred to by what they did but by the names of the company who manufactured them.

It is important, therefore, to be aware that certain words and phrases may well cause difficulty to the untrained ear. Whenever possible these should be explained as you go along.

Finally, certain things we say without much thought can actually have the OPPOSITE of the desired effect. Can you recall the example we looked at in relation to the difficulties sometimes faced by the older worker:

"You'll have no problem with this next stage, Bill - most people pick it up very quickly".

Another example often heard is:

"It's child's play..."

or a version of

"I've taught this to dafter people than you ..."

Usually such comments are intended to reasssure the trainee but it is not difficult to see how they could be interpreted to cause additional anxiety or bad feeling between supervisor and trainee.

---

SELF CHECK 8
Time guide
8 mins

Read the following case study carefully, Mary is the supervisor doing the training:

Mary: Can you stop what you're doing for a few minutes, Sue?

Sue: Yes, I suppose so, why?

Mary: Well. I thought I would make a start in showing you how to use the BBC micro computer to do some of the office filing. You've never used one before, have you?

Sue: No.

Mary: Well it's very simple really - you won't have any problem. The first thing to note is that our machine uses an Esconet interface and so before we can use any of the set programmes we have to change to the tape filing system. This is done by typing ...

Now, identify briefly (no more than 2 sentences) two faults in the supervisor's approach to this short training session.

* _____

_____

* _____

_____

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. We may have notice different things about this conversation but the points I would pick out are these: Firstly, Mary's comment "it's very simple really - you won't have any problem" may be intended to reassure the trainee but it may well have her anxious and worried. Secondly, she provides no explanation of "Esconet Interface" or "tape filing system" - she cannot assume Sue is already familiar with such technology terminology.

---

ACTIVITY 12
Time guide
3 mins

Rephrase Mary's comments which begins "Well it's very simple . . . " in a better way.

* _____

_____

---

Check your rewording with our completed checklist here to make sure it meets thse points.

CHECKLIST FOR GOOD INSTRUCTIONS

| | |
|---|---|
| 1 EXPLAIN EACH NEW TASK IN SMALL MANAGEABLE STAGES | - break down task into logical, easy to grasp stages<br>- put in broader context |
| 2 GET THE TRAINEE INVOLVED | - practising at frequent intervals<br>- examine<br>- questions (both ways)<br>- discussions where appropriate |
| 3 REINFORCE REQUIRED BEHAVIOUR | - accurate feedback as soon as possible<br>- identify problems and recognise good work |
| 4 MOTIVATE THE TRAINEE | - realistic incentives<br>- personal encouragement |
| 5 TREAT ALL TRAINEES AS INDIVIDUALS | - get to know them<br>- recognise differences in speed of learning, motivation, previous experience etc<br>- be especially aware of the more anxious, and the older trainee |
| 6 CHOOSE A SUITABLE LOCATION | - ensure privacy to build confidence<br>- avoid distractions |
| 7 PUT TRAINEE AT EASE | - friendly, approachable manner<br>- careful use of language |

You'll have noticed that I have added a seventh item. Perhaps you'd agree that if the six steps were properly considered then the sixth point is automatically taken care of - however it's a good reminder.

## 8 Summary

* Supervisors involved in training should attempt to organise instruction in ways that help people to learn effectively.

* People learn best when

  - new material is presented in manageable stages

  - they are actively involved in the learning process

  - correct behaviour is reinforced

  - they are motivated to learn

  - instruction is adapted to suit the needs of the learner

* Skilled supervisors will take account of these factors and whenever possible incorporate them into their job instruction.

CHECKLIST FOR GOOD INSTRUCTIONS

1 EXPLAIN EACH NEW TASK IN SMALL MANAGEABLE STAGES

2 GET THE TRAINEE INVOLVED

3 REINFORCE REQUIRED BEHAVIOUR

4 MOTIVATE THE TRAINEE

5 TREAT ALL TRAINEES AS INDIVIDUALS

6 CHOOSE A SUITABLE LOCATION

7 PUT TRAINEE AT EASE

PART C FOLLOW-UP AND FEEDBACK

## 1 Introduction

As a supervisor involved in training, your responsibilities do not end when a training session is over. Can you recall the figure we looked at in Part A which illustrated a planned approach to training? This indicated the importance of follow up as a distinct stage in the whole approach to training. All too often it is overlooked but in order to ensure that your training responsibilities are properly fulfilled it is essential that sufficient time is devoted to some assessment of:

* trainee progress

* the effectiveness of the training.

Just as feedback of information to the trainees helps him learn, so YOU need feedback of information on these two issues to help you satisfactorily complete the job of training.

## 2 Checking Progress

Once formal instruction is completed and the trainee is on his own it is important to check frequently on his progress.

---

ACTIVITY 13
Time guide
5 mins

Think about any training you have conducted recently. Make some brief notes on how you went about checking the trainee's progress once the more formal instruction was over.

* _____

* _____

* _____

---

Very often this checking process is carried out informally. You may have said something to the effect that you would compare the performance before and after training. If you are mainly concerned with skills training then your checking process, even if 'informal' would probably include some assessment of speed and quality improvement. Where training is mainly concerned with learning new information, accuracy of recall and speed of recall, are commonly used to assess any improvement of performance. It is also possible that you try to make this follow-up process a joint responsibility by encouraging your trainees to monitor their own performance. In other words, they become responsible for recognising their own errors, correcting them whenever possible and seeking assistance when it's necessary.

The important point to be made here is that

**SOME MEASUREMENT OF PERFORMANCE IS ESSENTIAL IF THE TRAINEE'S PROGRESS AND DEVELOPMENT IS TO BE CHECKED PROPERLY.**

This will enable you to tell, much more precisely, how close the trainee is to achieving required targets or standards. This is where there is a definite value in having a set of clear instructional targets prior to training getting underway. With clearly defined targets you are better able to judge progress and to assess any possible need for further practice or training.

Let's now consider two ways of recording and measuring progress.

## 2.1 Progress Chart

This is a straightforward way of monitoring progress. The easiest way of explaining how it works is through an example:

Put yourself in the position of a supervisor who has the responsibility for training 3 inexperienced operators - we'll call them Smith, Jones and Brown - in a particular job. The job is made up of 6 distinct tasks. It's not possible to do all the training with the 3 trainees at the same time. You are also a little concerned that one of the 3 is not picking things up as well as the other two. To help you monitor their progress you produce the following progress chart:

| Task: / Name: | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| SMITH | ` C | ` * C | ` * | ` C | | |
| JONES | ` * | ` * C | ` | ` * | | |
| BROWN | ` C | ` C | ` * | | ` | |

Key: ` Initial instruction done;
* Further training/practice required;
C Considered fully competent

training or practice in task 1. Once he is considered competent a 'C' can be added as it has been already for Smith and Brown. In terms of task 5, for example, only Brown has been shown how to do it, and no-one has been shown how to do task 6.

The chart gives you an 'at a glance' picture of the tasks where the trainees are considered to be competent, those areas where additional training or practice is required and finally those areas which remain to be covered.

It can also help you with your concern about one of the trainees. It does appear to be the case that Jones is struggling. For every task he has been shown he has required further training or practice. Now try the following self check.

SELF CHECK 9
Time guide
3 mins

Assume that since the last entry was made to the chart the following has happened

* Smith and Brown are now considered competent in Task 3.
* Jones needs further practice in Task 3 but is considered competent in Task 4.
* Brown has received initial instruction in Task 4 and all three trainees in Task 6.

Now, add the appropriate entries to the chart.

| Task: / Name: | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| SMITH | ` C | ` * C | ` * | ` C | | |
| JONES | ` * | ` * C | ` | ` * | | |
| BROWN | ` C | ` C | ` * | | ` | |

Key: ` Initial instruction done;
* Further training/practice required;
C Considered fully competent

| Task: / Name: | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| SMITH | ` C | ` * C | ` * C | ` C | | ` |
| JONES | ` * | ` * C | ` * | ` * C | | ` |
| BROWN | ` C | ` C | ` * C | ` | ` | ` |

Key: ` Initial instruction done;
* Further training/practice required;
C Considered fully competent

Does your revised chart match the above? The appropriate symbols have been added;for example to indicate that all three trainees have now had some initial instruction in task 6. Of course, more detailed monitoring might be required. However, it is not difficult to build greater detail into such a chart by the use of a more elaborate code system.

A second way of monitoring progress is to use a simple graph.

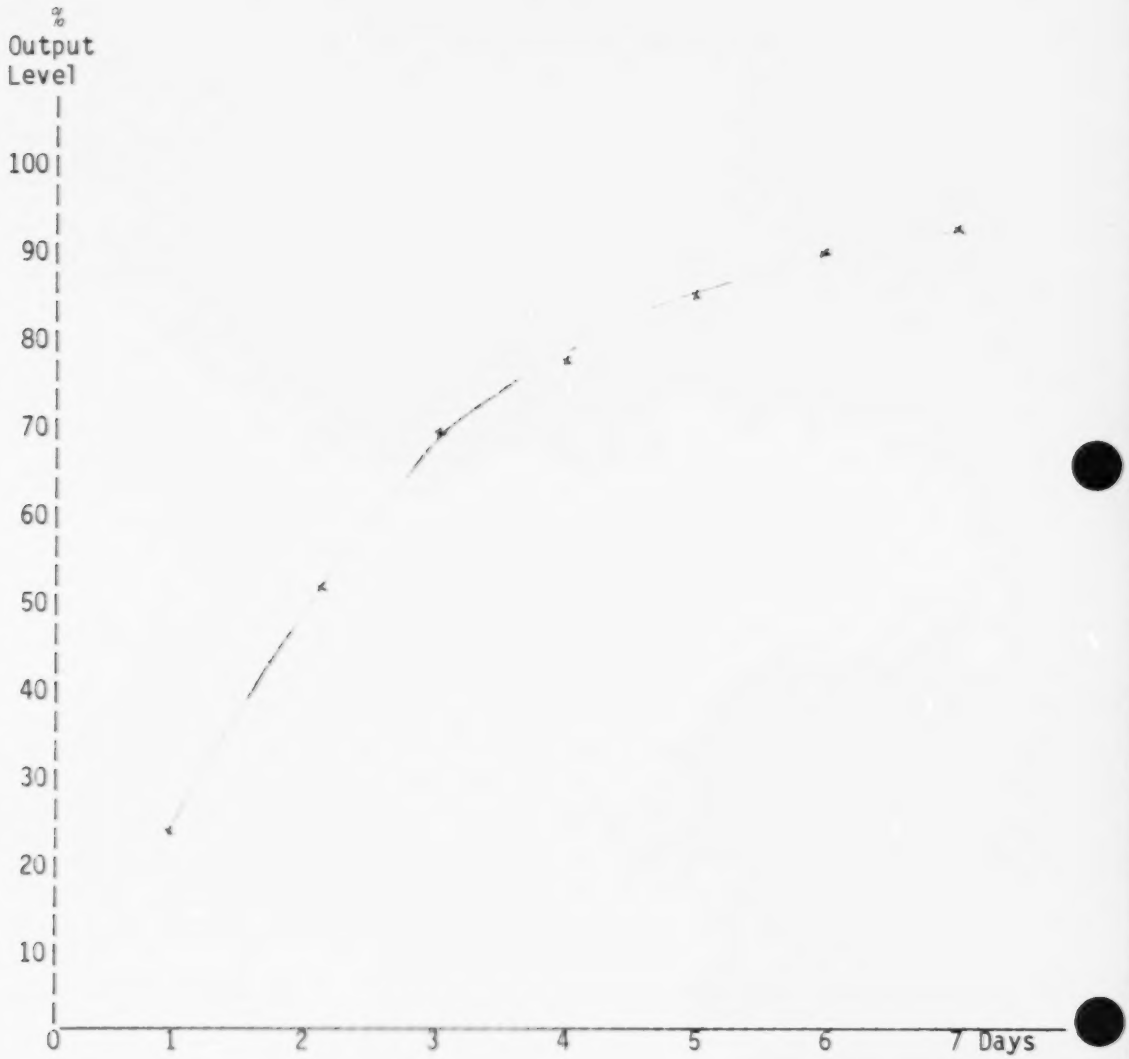
## 2.2 Graph

Suppose you are keeping a check on how much wastage there is from an inexperienced worker who you have just shown how to do a particular task. This might be recorded as follows where the % figures refer to output level of satisfactory quality:

| | | | |
|---|---|---|---|
| Day 1 | 25% | Day 4 | 78% |
| Day 2 | 50% | Day 5 | 85% |
| Day 3 | 70% | Day 6 | 90% |
| | | Day 7 | 92% |

The figures clearly show an improvement in the trainee's performance. The same information can be presented in a graph, and the trend can be seen at a glance.

## Quality Performance Graph




The graph illustrates more effectively than just the daily figures that progress was very rapid to begin with but then slowed down. Look at how steep the curve is over days 1 to 3 but then begins to flatten out.

This graph only monitors the trainee's improvement in quality. Very often, though, speed and quality are not looked at separately. The standards expected of an experienced person are sometimes referred to as '100 Performance' or '100%'. (Bonus schemes, for example, often operate on the basis of performance achieved). In terms of monitoring performance on a graph the performance level is the vertical scale and the time span on the horizontal scale. Our graph just drawn here on quality performance is drawn this way.

The line that has been drawn in is known asa LEARNING CURVE. You will notice the curve shows that the trainee's rate of improvement slows down as time goes on. We can tell this by the fact that the line, or curve, begins to flatten out after being quite steep to begin with. It is indeed usual for people to improve very quickly at the start of training and then experience relatively minor improvements as full competence is approached. It is quite likely that you will be able to recall a similar experience yourself. The important point for the supervisor, though, it that

THE NEARER THE TRAINEE IS TO EXPERIENCED WORKER STANDARD THE GREATER THE NEED FOR COACHING AND ENCOURAGEMENT

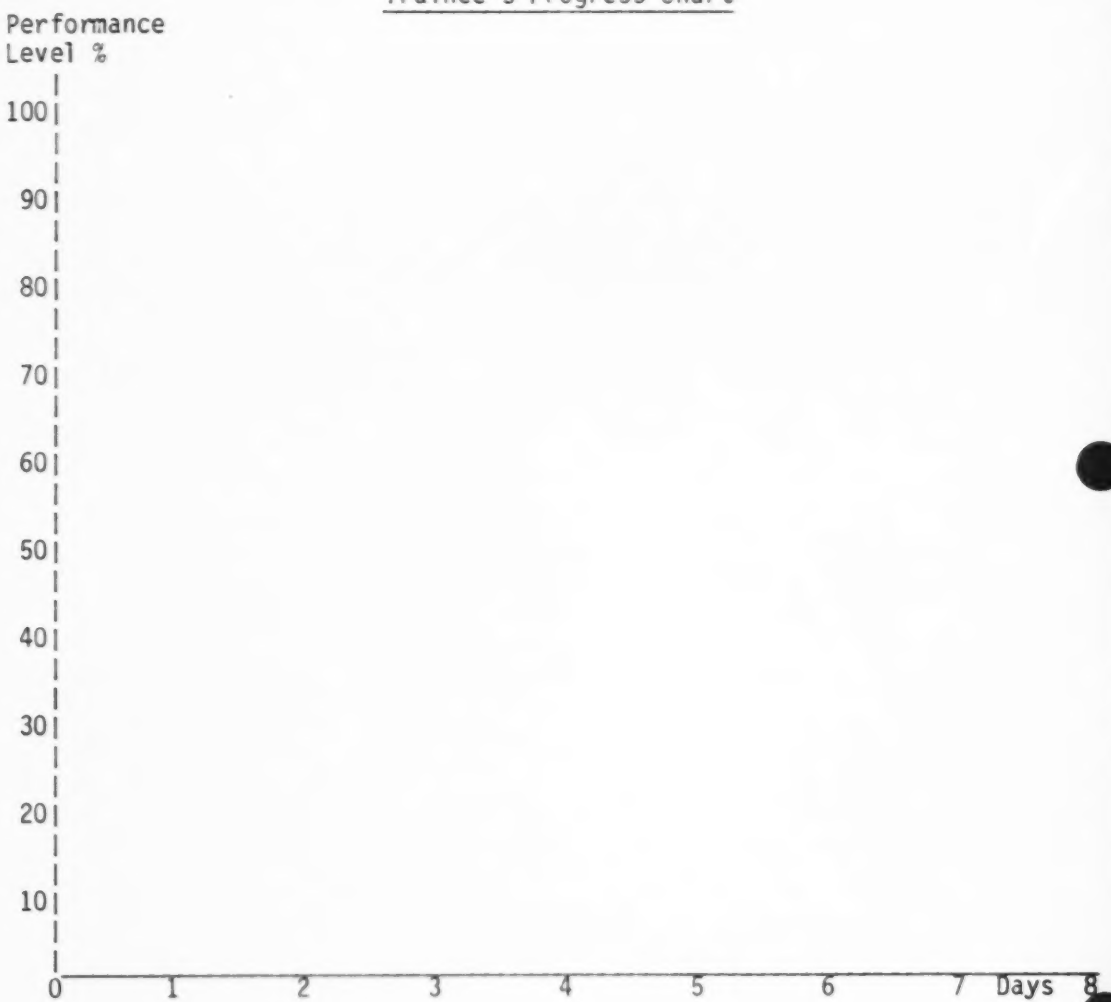
SELF CHECK 10
Time guide
10 mins

The table below gives figures on the progress of a trainee towards his target of experienced worker standard. (100%).

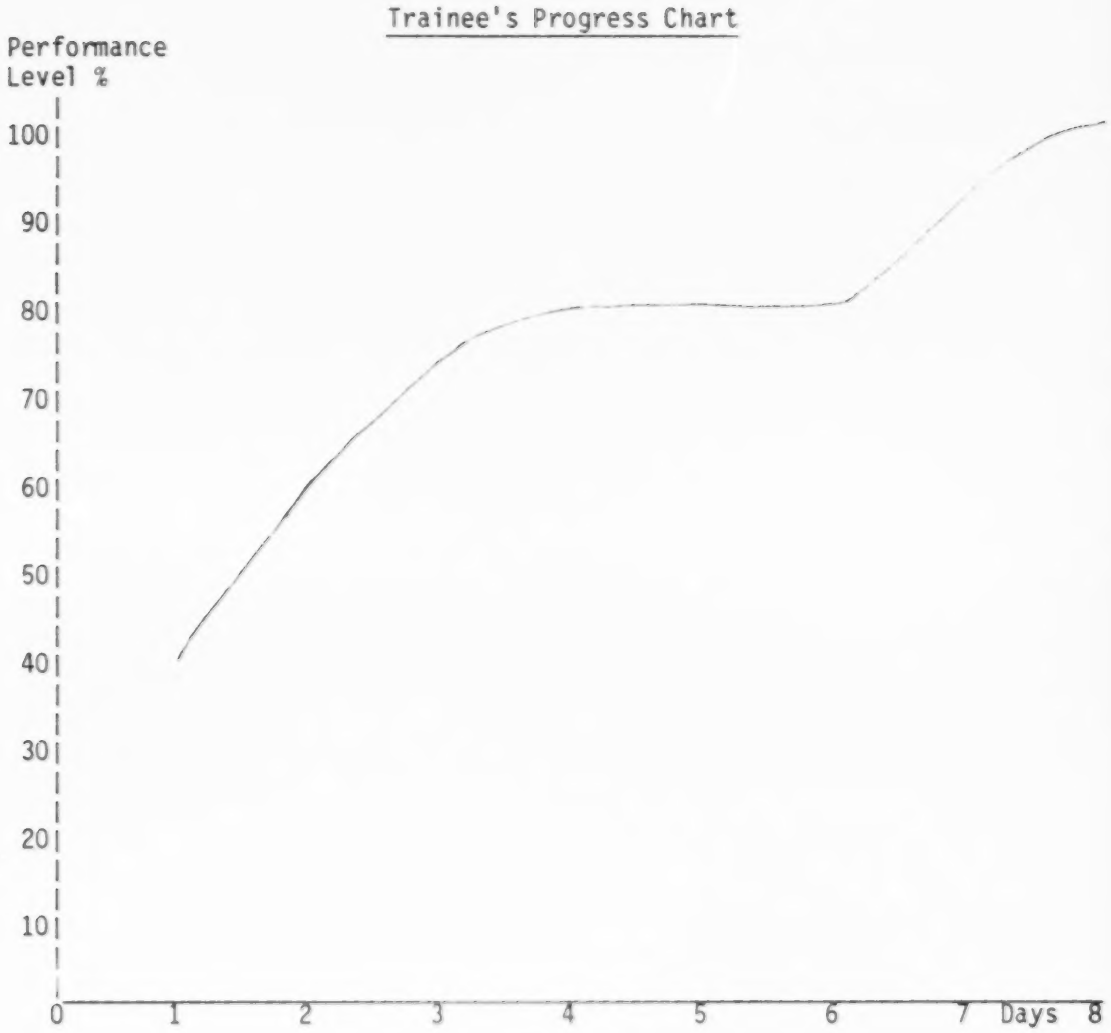
Draw a learning curve on the chart provided to illustrate the trainee's progress.

| TIME | PERFORMANCE | TIME | PERFORMANCE |
|---|---|---|---|
| Day 1 | 40% | Day 5 | 80% |
| Day 2 | 60% | Day 6 | 80% |
| Day 3 | 75% | Day 7 | 95% |
| Day 4 | 80% | Day 8 | 100% |

Trainee's Progress Chart



Check your graph to this:



If your graph is different to this, check out how you plotted each point - this should indicate where we differ.

You will have noticed that there is an unusual feature to this particular curve. The trainee sticks at a performance of 80% for 3 days. Such an occurrence is not uncommon and is usually referred to as the 'learning plateau'. In other words, where the curve flattens out, indicating no improvement or progress.

A number of explanations have been suggested to explain this 'plateau' effect. One is that motivation declines during the course of learning and must somehow be 're-kindled'. Another is that the 'plateau' is a time when no new learning is taking place but that a lot of incorrect habits and errors are being eliminated. A third possible explanation is that to achieve full competence demands more than just learning the different parts that make up a task.

You may well have heard people complain:

"I'll never get the hang of this".

But suddenly they do. They get the knack of it and the previously learnt parts are effectively co-ordinated to achieve the target performance level. In all likelihood the real reason for the learning plateau is some combination of these factors.

Of greater importance for you, though, is simply to be aware of the likelihood of such a period occurring during training.
Clearly then:

**IF THE LEARNING PLATEAU CAN BE PARTLY OR WHOLLY ELIMINATED THEN THE TIME TAKEN TO ACHIEVE THE REQUIRED PERFORMANCE LEVEL WILL BE REDUCED**

So, if you are in a position to spot problems, however minor, it may help in overcoming this difficult period. Above all, there is a need for patience during such a phase as it is a time when people may become frustrated.

Let us turn now finally to look at the sorts of things you might do to try and check the effectiveness of your training as a whole.

## 3 How effective is your training?

How good is the training you do? Is it achieving the required results? Could it be improved in any way?

What can the supervisor do to find out whether the training that is being provided in his section is appropriate and of good quality? The supervisor can be thinking about ways in which he could attempt to review the effectiveness of the training so that information from his section can be assessed alongside that from other areas.

---

ACTIVITY 14
Time guide
5 mins

What sort of things do you think might be done to review the effectiveness of any training that has been carried out? Make a brief note of any points that come to mind.

* _____

* _____

* _____

---

Check the points you've made with these suggestions. We could check for improvement in:

* wastage or scrap rates;

* output quality;

* number of times they come to you for help;

* absentee level;

* levels of idle gossip.

Just what it is possible for you to do will very much depend on your exact position and the nature of the organisation where you work. But, it is important that you CONSIDER what might be done. A planned approach to training requires that this stage be as conscientiously applied as that of implementing instruction.

## 3.1 Training Records

Training records are essential if a proper review of the effectiveness of training is to be done. Two types of record are important: INDIVIDUAL and SUMMARY. Individual records show what someone has undertaken, when, how long it took and any standards reached. They may also identify future training needs. Summary records bring together information on all the employees of a section or department. They may indicate, for example, that all but two employees in a section have received training on a new piece of equipment. Individual records should always be kept orderly and up to date so that if any summary is required it can be easily obtained.

**WELL MANAGED TRAINING RECORDS CAN PROVIDE BASIC INFORMATION ON WHICH MORE SYSTEMATIC, STATISTICAL, FINANCIAL EVALUATION CAN SUBSEQUENTLY BE CARRIED OUT**

This subsequent analysis of training records may well be done by the personnel or accounting sections of your organisation.

To indicate how training records can help and also what sort of information might usefully be included on any records kept let's first look back to the three benefits of training that we identified in Part A.

---

SELF CHECK 11
Time guide
5 mins

Try to recall the three ways training can be of benefit to an organisation.

* _____
* _____
* _____

---

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. The three ways are training can be of benefit to an organisation are: through better job performance; by developing potential; helping to cope with change. Check to see that the points you have made are essentially the same as these.

Now let's look specifically at what sort of information might help us assess whether or not training IS having a benefit.

### 3.2 Job Performance

Two sorts of information can be particularly helpful here. The first type relates to the length of time taken for trainees to reach the required standards. Over time this may highlight important changes, for example, longer learning times may have gone unnoticed. Particular areas of difficulty for trainees may then be highlighted. Also, if new ways of training are introduced any improvements in the efficiency of the training can be better assessed. One way of producing information that might help on these points is to keep records of individual learning times which could regularly also be produced in summary form. Secondly, any information that will help provide data on the COST of training is likely to be most useful. This means obtaining figures on waste or scrap produced during training and also on the cost of having equipment and resources 'tied up' in training and so not contributing to the department's 'output'.

Don't forget, these are only suggestions for you to think about; there are a number of other possibilities.

---

SELF CHECK 12
Time guide
2 mins

The table below provides information over a longer period on the average learning time to achieve the required standard in a particular job.

| | | | |
|---|---|---|---|
| 1975 | 10 days | 1980 | 11 days |
| 1976 | 10 days | 1981 | 12 days |
| 1977 | 10 days | 1982 | no training done |
| 1978 | 9 days | 1983 | 12 days |
| 1979 | 11 days | 1984 | 13 days |

Is it taking longer to train people in 1984 than in 1975?

| | |
|---|---|
| YES | |
| NO | |

---

It is taking longer to train people in 1984 so the answer to this self check is yes. Of course there could be several reasons for this not necessarily connected with any decline in the standard of training. For example, the standard of recruits may be poorer, the type of machines may have altered, and the content of the training may have changed. BUT, the figures are a useful record because they do suggest that the situation needs examining.

## 3.3 Developing Potential

Look back to our example of a Progress Chart for Smith, Jones & Brown for a moment. This chart gave us a summary of the progress of three trainees. A useful summary training record which can help you develop potential in your section need be no more than a fuller version of such a chart. In other words, a similar sort of chart could identify all the jobs/tasks for which you are responsible and indicate who is trained to do what. This is known as an EMPLOYEE - JOB/MATRIX. Here's an example:

Employee/Job matrix

| JOB | WILSON | TAYLOR | GREEN | COLLINS | WATSON | PETERS |
|---|---|---|---|---|---|---|
| STOCK | X | X | | | | X |
| DESPATCH | X | | | | | |
| INVOICES | X | X | X | | | X |
| TELEPHONE SALES | X | | X | | | X |
| SHORTHAND TYPING | | | | X | | |
| GENERAL DUTIES/ FILING | | | | X | X | |

This information can help you identify areas where future training may be needed in order to develop certain people or to provide cover. Taking an example Watson is only trained to do filing/general duties. It may well be useful to try and develop potential further, possibly in the area of despatch where you can see there is a shortage of cover should Wilson be absent for any reason.

Figures of labour turnover in your department may also be a useful indicator of training effectiveness in developing the potential of your workteam. Employees who feel they are not being given suitable opportunities to develop through training may become dissatisfied and leave. Of course if you find that people tend to leave DURING training this is very likely an indicator that something else is wrong!

### 3.4 Coping with Change

Here it is much more difficult to produce any concrete evidence about how effectively training is helping you to cope with changes. Some of the ideas already mentioned could be used specifically in this context. For example, an employee - job/task matrix might be a useful record to keep of which staff had been trained in the various aspects of a new process or procedure.

One final consideration might usefully be added at this point. The emphasis in this section has been on trying to quantify, or measure, the effectiveness of training using figures and statistics. There is a place, however, for a more descriptive, or qualitative, assessment which relies in large part on YOUR CONSIDERED VIEW of the value of the training you are doing. At the end of the day,

> **THE SUCCESSES AND FAILURES OF TRAINING AND ANY AREAS OF DIFFICULTY NEEDS TO BE CONSIDERED AND RECORDED.**

This is as important a part of training as actually carrying out good job instruction. Don't forget, though, your review of effectiveness needs to be ACTED UPON if it is to have real value in improving provision in the future.

## 4 Summary

* Follow up and feedback is an important stage in training. Training is not completed until a supervisor has made efforts to check that his instruction is meeting targets effectively and efficiently.

* Progress charts and performance graphs are two ways a trainee's development can be monitored. A performance graph may highlight the occurrence of a 'learning plateau'.

* A more general review of training is needed to see if it is providing definite benefits to the organisation. A supervisor can help by keeping up to date training records which form the basis of any such assessment.

## PART D PERFORMANCE CHECKS

Time guide
60 mins

### 1 End Check

You may now review your understanding of the Unit as a whole by completing this group of questions. DON'T GUESS THE ANSWERS - if you're not sure, go back into the Unit and check before responding.

If you are still unsure then put a question mark against your response before proceeding.

TRUE/FALSE

Respond to each statement by writing TRUE or FALSE in the space provided.

1 There is likely to be benefit from training for an organisation that has just signed a new technology agreement with the union. _____

2 The main way that training improves the use and effectiveness of manpower in an organisation is by getting people to work harder. _____

3 A planned approach to training involves the supervisor performing certain tasks after the training session is completed. _____

4 How a trainee learns something is not very much to do with his supervisor. _____

5 The rate at which a trainee acquires new knowledge and skills tends to improve the longer the training session goes on. _____

6 All trainees face certain problems when learning something but the supervisor needs to be especially alert to the difficulties of the older trainee. _____

7 Some record of training establishes the basis for an evaluation of its effectiveness. _____

8 A supervisor is not in a position to motivate any of the trainees for whom he is responsible. _____

COMPLETION

Respond by completing each sentence with a suitable word or words.

9 Training can help improve the quality of an organisation's manpower in three ways:

* better _____
* developing _____
* coping with _____

10 Instruction should be organised in ways that take account of how people _____ best.

11 It helps people to learn if new material is presented in easy, manageable _____ , properly located within the context of the wider work situation.

12 I hear and I forget
I see and I remember
I _____ and I understand

13 Quick feedback to a trainee on his progress helps to _____ correct actions and eliminate mistakes.

14 Well managed training _____ can provide basic information on which a more elaborate evaluation of training can be based.

15 The line of a graph which indicates the rate at which a trainee has learnt something is known as a _____.

MULTIPLE CHOICE

Respond to each question by putting a tick against the ONE answer which is most correct.

16 Which one of the following statements BEST describes the planned approach to training:

a) providing instruction that is geared to the needs of the learner within the context of the organisation in which he works

b) providing well prepared instruction to meet identified training needs, checking on progress and subsequently evaluating effectiveness

c) training in a way that recognises how people learn best and the importance of following up instruction to check its effectiveness

d) providing training that has been carefully and thoughtfully planned so as not to be haphazard in its effect

17 Which one of the following statements BEST describes the learning process:

a) the way in which someone acquires new knowledge and skills

b) the means by which a trainee becomes proficient at his job

c) the way someone remembers new facts

d) a trainee watching and listening to a supervisor demonstrate a new job

18 Which one of the following statements BEST describes a task breakdown:

a) making a task as simple as possible by removing all unnecessary complexities

b) a complete list of things a trainee must remember to do when performing a task

c) the identification and recording of all the points of advice in the sequence of a task

d) a step by step account of how each stage in the sequence of a task should be performed

19 A supervisor has to train someone to use a computer terminal to handle stock information. Which one of the following situations is likely to produce the best results:

a) The supervisor demonstrating each stage of the process, answering queries as they arise

b) The supervisor demonstrating the procedure in stages and getting the trainee to do each stage themselves using an adjacent terminal

c) The supervisor encouraging the trainee to get the feel of the terminal keyboard before demonstrating the procedure

d) The supervisor explaining the necessary procedure and then letting the trainees practice on their own

20 Which one of the following statements best describes a supervisor who is most likely to adapt effectively his instruction to suit the learner:

a) Someone who changes their style of presentation each time on giving an instruction

b) Someone who finds out as much as possible about the trainee's previous experience

c) Someone who gets to know the trainees as individuals and treats them as such

d) Someone who asks the trainees whether they are fast or slow learners

21 Which one of the following statements BEST describes the 'learning plateau':

a) The period following rapid improvement during which there is no further measurable improvement in a trainee's performance

b) The point at which no further learning of skills or knowledge takes place

c) The period during which the trainee practices newly learnt skills on their own

d) A period when the trainee feels like giving up because they cannot quite get the hang of something

END CHECK - Checkout

Audio Tape Side 2 Time guide 35 mins

**The answers and explanations for these End Checks are on Side 2 of our Audio Tape. Have your responses with you as you play this tape. As you listen you can check out how well you have done and make notes as you proceed.**

## 2 Tutor Check

Time guide 60 mins

Read the following case incident, then deal with the accompanying questions.

**Case Incident**

George Peters is the night shift stock clerk for a large food processing company. He is 54 years old and has been with the company for 28 years.

Some stock movement takes place at night which George records and also he advises operating departments of the availability and the locaton of particular items of stock.

A few years ago stock control was computerized but at the time George was not required to make use of the computer terminal. Instead he just had to prepare the paperwork ready for processing by the day shift. George relied heavily on his long experience to know exactly where the different items of stock were located and enjoyed the walks to check on stock levels when such information was required. The walks sometimes took up to 45 minutes as some items were stored at a distance from the office.

Recently, however, not only has there been a major re-organisation of stock layout but also some operating departments have been complaining about the length of time it takes to get a reply from George and it is felt by management that George should be trained in aspects of using the computer terminal. This is so that he will be able to locate different stock items and identify levels held without the need to do physical (and lengthy) checks.

George's supervisor, Martin, has been asked by the night shift manager to see that George is trained in this procedure. George's stock control activities are only one part of Martin's overall night shift responsibilities as he also supervises the night cleaners and the trolley lads.

You are a colleague of Martin's and you happen to overhear the following conversation early one night.

Martin : "Look, George, I know you're a bit reluctant to use this computer thing, but it will make your job easier. By the way did I mention that anyone who makes use of the computer terminal gets a new technology allowance?"

George : "Oh . . . "

Martin : "Yes, we agreed it with the unions a few months ago. Now, what I'll do is show you the procedure once tonight and then again tomorrow night. By then you should be able to remember the exact sequence to follow."

George : "What if I forget?" George asked worriedly.

Martin : "I suppose you'd have to ring me but you know as well as I do I can't be coming down here every 5 minutes. I suppose you could use the operators manual - that thick folder over there - I could never make sense of that."

Now, the first thing you must remember is the code word - it's 'ROGER'. It never appears on the screen and it's not written down anywhere".

George : "Why's that?"

Martin : "Hang on a minute, George, let's just go through the sequence . . . now, assuming the thing is switched on we can start the ball rolling by pressing 'X' and 'RETURN' at the same time. You'll see it's now asking for the operation required, so you type in 'STOCK'. Now it asks for the code, so you type in 'ROGER', wait a second or two and then up comes . . . "

George : "You did somthing else then", interrupted George.

Martin : "Did I? Oh yes, I pressed the 'RETURN' key - you always press the 'RETURN' key after every stage."

George : "I think I'd better jot all this down." George moves to get a piece of paper.

Martin : "Well, you can if you want to but there's not much more to it now." Martin continued, "As I was saying up comes all the stock codes we use on the pink and green cards and all you do now is type in the code you need information on and up come all the stock items under that code. It's a bit like a menu, you just keep making choices until you get to the information you want."

George : "What if I make a mistake at some point?" asked George.

Martin : "No problem, you just press 'OUT' and start all over again."

Martin did a bit more pressing of keys whilst George looked on.

Martin : "Look, now it's telling us that the labels for those big cartons we use are located in Hold 96 over in Waterside and that we've got 50 boxes of labels in stock."

George : "How do I know which code number relates to which stock area?" asked George.

Martin : "You weren't listening, I already told you that. It's the same numbers that appear on the pink and green cards - the ones you fill in and leave for the day staff to process. So, think you'll be able to handle it?"

George : "Well I'm not sure - is it really necessary for me to be able to do this? Why can't I go and look as I've always done?"

Martin : "On occasions you could still do that but between you and me some folk have been complaining about not being able to get hold of you on the phone. This will make it easier for you. Once you get the hang of it you really have all the information at your fingertips. And don't forget about the allowance - it would be worth about £5 a week to you, but I'll check that."

George : "OK then" said George reluctantly, "should I have a go now?"

Martin : "No, I think we'll leave it there for tonight. I'll take you through it again tomorrow and I'm sure you'll have it mastered in no time."

You only need to write ONE or TWO sentences against each question.

1 What sort of benefit is there to the company in George being trained in use of the computer terminal?

2 Identify THREE things you felt were unsatisfactory in the way Martin went about training George to use this piece of equipment.

3 Identify ONE feature of Martin's instruction, that you consider to be satisfactory.

4 Describe TWO ways Martin might have tried to help George learn the required procedure.

5 George is an older worker. What might Martin have done that would have indicated he was aware of the learning difficulties sometimes faced by older trainees?

Send to Tutor

**Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.**

## 3 Work-based Project

Time guide
60 mins

The suggested taks for this part of the unit focuses on FOLLOW-UP PROCEDURES.

1 Describe briefly the nature of your training responsibilities (or those that you are likely to have in the near future).

2 Think about the follow-up procedures discussed in Part C of the unit. Provide a short summary of what happens in your organisation and in particular your department or section. In other words:

- do follow-up procedures exist?

- if so, in what form and to what extent?

- how useful do you feel they are?

3 Develop one simple way of EITHER

(a) ESTABLISHING some kind of follow-up procedure for training carried out in your section

OR

(b) IMPROVING any existing follow-up procedures for training carried out in your section.

Consider, for example, the possibility of a file card to contain training details for every member of your section, some form of task/employee matrix chart or a progress chart, as in Part C, Section 2.1.

4 Describe how your procedure adopted in part 3 would work in practice

Draft out any specimen forms with all the appropriate detail and headings.

Send to Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

PART E UNIT REVIEW

1 Return to objectives

Having completed your work on this unit let's review how you feel about each of our four opening objectives. I will repeat them here and add comments.

You should be better able to:

* UNDERSTAND HOW A PLANNED APPROACH TO TRAINING CAN BE OF BENEFIT TO YOUR ORGANISATION

Training which is haphazard and random tends not to be very useful for very long. We've seen that what you might initially think of as training, the actual contact with the trainee is only part of the process. Careful planning and structuring of what is to be included in training and follow-up on the success of the training and the improvement in performance are equally important parts of the training process.

* LIST THE MAIN WAYS IN WHICH PEOPLE LEARN BEST AND USE THESE POINTS TO IMPLEMENT EFFECTIVE TRAINING SESSIONS

People learn in different ways according to age, personality, experience and what they're trying to learn so, as a trainer, you need to be sympathetic to their needs. Perhaps you'll also understand better now the importance of doing as part of training and be aware of the learning curve and the levelling off in performance which we all tend to go through before we become fully competent.

* RECOGNISE THE IMPORTANCE OF GOOD FOLLOW-UP ACTIVITY AFTER A TRAINING SESSION

Follow up enables you to assess the success of your training as well as the trainee's performance so that next time, you can modify and improve your training sessions if necessary. If you automatically include this follow-up in your training now, you should see a considerable improvement.

* USE SUITABLE PROCEDURES TO MONITOR THE TRAINEE'S PROGRESS AND EVALUATE PROGRESS

As we've seen, you have to know how to follow up. A general impression may be useful in some ways but isn't enough. By keeping a record of the types of training undertaken by your work team member, the level of competence achieved and, perhaps, a graph of progress during training, you'll have full and accurate records of your training to date and the performance level of your work team.

That ends our review. I hope that this work you have done was enjoyable and useful enough to encourage you to continue in your studies.

## 2 Extensions

I recommend that you take up as many of these extensions as you can. They will further increase your understanding and interest. You will also be able to check out a number of the ideas that I mention in the Unit. The extra time and effort will prove very worthwhile.

EXTENSION 1 The Choice Series: Number 80

Title: Training Plans

Author: R J Holden

Publisher: Northern Regional Management Centre 1984

Part B - Training Plans

EXTENSION 2 Book: Training

Author: M Jinks

Publisher: Blandford Press 1979
Chapter 7 contains information on an elaborate task breakdown

EXTENSION 3 Book: Learning at Work

Author: Tavistock Institute

Publisher: Manpower Services Commission 1983

Younger trainees also have their problems. By way of contrast to our examination of the problems of older trainees in the unit, this book explores some of the issues surrounding younger trainees on government schemes.

EXTENSION 4 The Choice Series: Number 64

Title: Orders & Instructions

Author: Diana Thomas

Publisher: Northern Regional Management Centre 1985

**These extension opportunities can all be taken up via your Support Centre.**

They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become aware of your interest and you can involve them in your development.

## 3 References


REFERENCE 1 Book: Learning at Work

Author: Tavistock Institute

Publisher: Manpower Services Commission

REFERENCE 2 Book: The Skills of Training

Publisher: L Rae

Publisher: Gower 1983

REFERENCE 3 Book: People and Work: Trainability Testing

Publisher: Manpower Services Commission 1979

REFERENCE 4 Book: Training in Industry

Author: B M Bass and J A Vaughan

Publisher: Tavistock 1968


These references can all be taken up via your Support Centre. The willy either have the materials or will arrange that you have access t theo materials. However it may be more convenient to check out th materials with your Personnel or Training people at work - they may wel give you access. There are other good reasons for approaching your ow people,n for example they will become aware of your interest and you ca involven them in your development.

**If you do wish to make use of these references then don't think that you must read them right through. Just dip into them for a slightly wider treatment of the topic raised by the unit.**

I should warn that the language and style of the writing is often difficult to cope with. So don't struggle with it too much. Do what I do when in difficulty, put the book back on the shelf and find a better one!

## APPENDIX 1

The blank Task Breakdown Sheet below may be photocopied and used at your place of work.

| TASK BREAKDOWN SHEET | | JOB TITLE: |
|---|---|---|
| Steps | | Key points |
| | | |

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12 Enriching Work
13 Workteams
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15 Leading Change
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18 Supervising with Authority
19 Workplace Control
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